DOCUMENT RESUME

ED 376 684 EC 303 514

AUTHOR	Browning, Philip; Dunn, Caroline
TITLE	Teacher Preparation with an Emphasis at the Secondary Level.
PUB DATE	Jan 94
NOTE	16p.
AVAILABLE FROM	Auburn University, 1234 Haley Center, Auburn, AL 36849-5226 (free).
PUB TYPE	Journal Articles (080) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
JOURNAL CIT	Alabama Council for Exceptional Children Journal; v11 n1 p13-23 January 1994
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Agency Cooperation; *Disabilities; *Education Work Relationship; Elementary Secondary Education; Family Involvement; Graduate Study; Higher Education; *Preservice Teacher Education; *Secondary School Teachers; Self Determination; Student Evaluation; *Teacher Education Programs; *Transitional Programs; Vocational Education
IDENTIFIERS	*Alabama

ABSTRACT

This paper presents a revised K-12 master's teacher certification program that gives emphasis to training secondary teachers, in response to Alabama's urgent need to have highly trained secondary special education teachers in the area of transition of students with disabilities from school to adult life. The proposed teacher preparation program is built on four broad transition areas: (1) functional assessment and curricula; (2) vocational and community preparation; (3) self-determination and family involvement; (4) and interagency collaboration. A justification is offered for including each of these areas in the revised program. The program would be innovative in that: (1) the curriculum offers five knowledge-based courses in transition, (2) supervision occurs for three quarters (instead of one) and intensively focuses on secondary programming and transition practices, (3) students must satisfactorily complete a field-based transition project, and (4) students will actively participate in the Alabama Annual Transition Conference. Tables offer a comparison of current and revised program requirements, a matrix of training needs competencies and courses, and a students' program plan. Four tables present the data. (Contains 41 references.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 376 684

The Alabama Council for Exceptional Children Journal

Volume XI January, 1994 Number 1

The Official Journal of the Alabama Federation Council for Exceptional Children

PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Philip Browning

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Teacher Preparation with an Empahsis at the Secondary Level

Philip Browning, Ph.D.
Caroline Dunn, Ph.D.
Auburn University
Auburn, Alabama

EC 303514

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

1994, Vol XI, No. 1, pp. 13-23

Teacher Preparation with an Empahsis at the Secondary Level

Philip Browning, Ph.D.
Caroline Dunn, Ph.D.
Auburn University
Auburn, Alabama

The outcome results for our nation's secondary students with disabilities have been less than impressive. In addition to the national graduation rate of only 55% (Wagner, 1989), for example, our special education students have only a 35% chance of obtaining full-time employment after leaving school (Rusch, Chadsey-Rusch, & Szymanski, 1992). Wagner (1989), in a national longitudinal study, also found that two years after leaving high school, only 30% of special education students were working full-time and 17% were working part-time. The Alabama graduation record for students with mild learning disabilities is approximately equivalent to the national graduation rate. During the 1991-92 school year, for example, only 985 of Alabama's exiting 1,807 students with mental retardation graduated (28% by diploma and 27% by certificate) (Wise, 1992).

The exiting problem we continue to face with these students is immense at both the national and state levels. The fact that we have devoted over three decades to addressing this transition problem with little improvement demonstrates that there is no simple solution. As such, major efforts for strategic change are now underway (Browning, Dunn, & Brown, 1993). One recent Federal approach has been to change the system at the state level, which is the reason for the "systems change" initiative grants awarded to states, for approximately 2.5 million dollars per state for five years (*Federal Register,* 1992). Another approach to structural change has been from the "bottom up" as exemplified through the systematic building of local "transition teams" (Halpern, Benz, & Lindstrom, 1992).

Another strategy for addressing the problem is to upgrade personnel competencies through education at both the inservice and preservice levels. Inservice education is essential for reaching large numbers of already practicing personnel in a short time frame for the purpose of addressing immediate changes. The long-range importance of preservice education, however, is to supply the field with more comprehensively-prepared personnel to serve our secondary students with disabilities.

Alabama is committed to improving its secondary special education programs which serve over 31,000 students with disabilities. In 1991-92, for example, the State's Special Education Advisory Panel included as one of its recommendations to the state superintendent:

> Special education teacher *preparation programs* [italics added] should introduce and/or broaden coursework to insure that educators are familiar with and are able to design student programs based on the student's acquisition of functional competencies that include residential, social, interpersonal and prevocational skills. (Wise, 1991, p. 13)

Nevertheless, the State's requirement for a K-12 teacher certification program limits the amount of needed preparation time for the acquisition of critical knowledge and competencies for secondary teachers in training.

The purpose of this paper is to present a "revised" K-12 master's teacher certification program that gives emphasis to training secondary teachers. The first section addresses the need for change by presenting the major areas for preparation concentration. Section two proposes a K-12 certification program, which is a revised curricula that emphasizes the preparation of secondary special education teachers. Also presented are the revised program's four innovative training features.

Needed Areas for Preparation

This proposed teacher preparation program is built on four broad transition areas: (1) Functional Assessment and Curricula, (2) Vocational and Community Preparation, (3) Self-Determination and Family Involvement, and (4) Interagency Collaboration. The resources used for identifying these targeted areas are presented below, followed by a brief justification for them.

Resources

The first resource for determining the importance of these targeted areas was the transition "knowledge-base" that has been developing since the early 1980s. This literature bank now has over 40 books and 5 special issues in nationally-refereed journals. Collectively, this library has provided us with (1) a philosophical base for thinking; (2) a conceptual and definitional framework for direction; (3) an awarness of and, in some instances, a good understanding of issues and problems that must be resolved; (4) exemplary service models that should be implemented; (5) a knowledge of good instructional and service delivery methods to be applied, and (6) an inventory of functional assessment and curriculum materials for practice (Browning, Brown, & Dunn, 1993a). Clearly one of the important considerations will be for us to take what we already know in the way of philosophy, programs, services, systems and materials and incorporate this knowledge into our existing teacher training programs and practices.

The other resources for documenting need were the data resulting from two recent studies on Alabama's secondary special education programs. The first study (Brown, Browning, & Dunn, 1992) surveyed special education coordinators and secondary special education teachers representing the city and county schools throughout Alabama's 12 educational regions. The sample was randomly drawn from Alabama's population of 63 city and 67 county schools according to the 12 educational regions. The results (see Table 1) are based on (a) 79% of Alabama's 132 special education coordinators who completed their survey instruments for a 60% return rate, and (b) 302 of 710 teacher survey instruments, which yielded a 45% return rate.

The second study (Browning & Brechin, 1993a) surveyed Alabama's vocational rehabilitation counselors assigned to serve secondary students with disabilities (ages 15-25). The results (see Table 1) are based on 59 counselors (78% return rate) who completed their survey instrument. Also, 47 (82%) of them were assigned to one or more local education agencies (LEAs), for an average of 3.4 LEAs per counselor. The average number of transition clients served by each counselor was 118, totaling 6,372, with a range of 10 to 300 such clients per counselor.

Functional Assessment and Curricula

"Assessment" is an important educational/service delivery ingredient for the planning, programming, and placing of youth with disabilities from school-to-work and community (Browning & Brechin, 1993b). The need for and importance of a functional assessment approach for secondary students in transition has been well documented and is reflected in (1) books (Halpern & Furher, 1984; Stodden, Ianacone, Boone, & Bisconer, 1987), (2) special issues in national periodicals (Elrod, 1987; Stodden, 1986), (3) individual journal articles (Dick, 1987; Elrod & Sorgenfrei, 1988), (4) assessment tools (Bucher & Brolin, 1987), and (5) instrument reviews (DeStefano, Linn, & Markward, 1987).

"Functional curricula" has been earmarked as one of the five Federal initiatives for the remainder of the 1990's (Halloran, 1993). This call for "Secondary Curricula Reform" should come as no surprise, especially given some of the recent transition outcome statistics cited earlier. Another reason for curricula change is that there is a current deficiency in secondary curricula. Too much emphasis is placed on remedial academics, for example, at the expense of teaching functional skills in the affective, social, vocational, and daily living domains (Brolin, 1992; Dunn, 1993; Halpern, 1992). Halpern and Benz (1987) examined secondary special education practices for students with disabilities and found that 65% of the teachers surveyed indicated that a more appropriate curriculum was needed in order to improve classroom instruction. Their study was replicated in Alabama (Brown et al., 1992). Of the 302 teachers who responded to the Alabama survey, 70% indicated a need for more "appropriate" curricula, and the coordinaters rated "more appropriate curricula" as one of their top needs. Related assessment and curricula results from the two Alabama studies are reported in Table 1.

Vocational and Community Preparation for Transition

The employment of persons with disabilities is a major dilemma facing both Alabama and the nation. Rusch et al. (1992) noted that special education students have only a 35% chance of obtaining full-time employment after leaving school. Given these discouraging findings, secondary curricula must have a vocational emphasis (Browning, Dunn, & Brown, 1993)! Its importance has been well-documented, both with (a) vocational functional assessment tools (Dick, 1987; Leconte & Neubert, 1987; Stodden et al., 1987), and (b) vocational functional curriculum programs (Foss & Vilhauer, 1986; Gajar, Goodman, & McAfee, 1993).

In addition to the students' dismal graduation records and employment statuses, there is evidence that they often:

Table 1

Alabama's Need for Secondary Preparation Programs with a Transition Emphasis
Select Highlights from Studies #1 and 2

- **Functional Assessment and Curricula**

  94% of the teachers reported that (a) "**knowledge of assessment approaches stressing the relationship between student evaluation and instructional intervention**" and (b) "**knowledge of functional skills to be included in the curriculum**" was either "important" or "very important" (study #1)

  93% of the counselors indicated that "**assessment information for developing quality transition plans and services**" was either "important" or "very important" (study #2)

- **Vocational and Community Preparation**

  only 22% of the teachers reported that their students were instructed in community work sites and only 7% said they used community-based instruction. Also, special education coordinators indicated that one of the three most important ways for improving special education programs was "**to establish and/or increase community-based work experiences**" (study #1)

  only 27% of the counselors reported that their transition clients participated in "community-based work experience programs" (study #2)

- **Student and Parent Involvement**

  over 80% of the counselors indicated that vocational success was either "much related" (46%) or "highly related" (36%) to their clients level of self-determination (study #2)

  95% of the teachers reported that the "**ability to work with families to establish effective teacher/parent partnerships**" was either "important" or very "important" (study #1)

  88% of the counselors reported that the "**ability to get the parents more actively involved in their children's transition plan**" was either "important" or "very important" (study #2)

- **Interagency Coordination**

  77% of the teachers indicated that the "**ability to coordinate programming between school and community settings**" was either "important" or "very important" Also, special education coordinators reported that one of the three most important ways for improving transition programs was "**to establish transition agreements with community agencies**" (study #1)

  94% of the counselors indicated that the ability to effectively coordinate and use ALL transition-related services and resources in the community was either "important" or "very important" (study #2)

> ... experience additional difficulties with their community adjustment, including inappropriate living conditions, inadequate financial resources, restricted opportunities for post-secondary education opportunities, and a myriad of personal and social problems. (Halpern, 1990, p. 13)

A secondary program also must incorporate an independent living, community-focused curricula (Dever, 1988; Gajar, et al., 1993). The need for a vocational and community-based curriculum program was further substantiated with the two Alabama surveys (see Table 1).

Self-Determination and Family Involvement

Self-determination for people with disabilities is fast becoming a national priority (Browning, 1994). Halloran (1993), Office of Special Education and Rehabilitative Services' Secondary and Transition Program Coordinator, earmarked self-determination as one of five major transition issues that may characterize the '90s. The goal of self-determination for people with disabilities is for them to learn to make choices, to set goals regarding their lives and the services they receive, and to initiate actions to achieve those goals (*Federal Register*, 1992). Knowlton, Turnbull, Backus, and Turnbull (1988) asserted that a cornerstone of effective transition involves the students' increased exercises in making decisions about their own lives. Clearly, an emphasis needs to be given to developing their "abilities" and "opportunities" so that they can better plan, manage, and direct their lives and thus exert greater control over their destiny.

Nisbet, Covert, and Schuh (1992) concluded from a review of numerous studies on transition that family involvement was the most predominant theme to emerge. Effective transition program planning must involve parents and consumers as active partners in mapping their transitional plans and programs (Turnbull, Bateman, & Turnbull, 1993; Wehman, 1993). Results from the two Alabama surveys highlight the importance of student and family involvement in developing and implementing the transition plan (see Table 1).

Interagency Collaboration

Interagency cooperation and planning are critical areas that must be addressed by teachers and others who work in transition (Browning et al., 1993b). The fact that both Federal and State statutes mandate interagency collaboration is evidence of its importance (Stodden & Boone, 1987). Furthermore, the literature clearly attests to its importance (Bates, Bronkema, Ames, & Hess, 1992; Halloran, 1993; Wehman, 1993), as do the two Alabama studies (see Table 1).

The Proposed Program

The purpose of this proposed teacher training program is to prepare master's level students with K-12 teacher certification in mental retardation that includes an emphasis in transition. This program would be unique in Alabama in that it would be designed primarily to prepare students for teaching at the "secondary" level.

Like Auburn's other special education master's teacher certification programs, this 59-hour program also would meet the requirements in five basic areas (i.e., Curriculum and Teaching, Foundations of Professional Studies, Evaluation of Teaching and Learning, Teaching Field, and Student Teaching). Within this framework, however, the program would be innovative in that: (1) the curricula offers five knowledge-based courses in transition, (2) the supervision occurs for three quarters (instead of one) and intensively focuses on secondary programming and transition practices, (3) the students must satisfactorily complete a field-based transition project, and (4) the students will actively participate in the Alabama Annual Transition Conference.

Transition Courses

The proposed curricula for this teacher certification program is a revised curricula of Auburn's existing K-12 certification program in mental retardation (see Table 2). Most of the courses offered in the current K-12 program also are included in the revised program (for example, Advanced Study of Mental Retardation, Applied Behavior Analysis). In addition, five content areas with a transition focus would be incorporated. Again, these are knowledge-based content areas and include: (1) Foundations of Transition, (2) Functional Assessment and Curricula, (3) Vocational and Community Preparation, (4) Self-Determination and Family Involvement, and (5) Interagency Collaboration for Transition.

Students from other teacher certification programs (learning disabilities, emotional conflict, mild learning handicaps) also would take as electives (if not requirements) one or more of these transition courses. In Auburn's introductory transition course taught this past summer, for example, the 23 students enrolled represented *all* of the teacher certification programs. Thus, the impact of the revised program in mental retardation extends beyond students enrolled in that program because students majoring in other disability specialities also would have the opportunity and benefit of acquiring transition-related knowledge and competencies.

The competencies addressed throughout these transition courses and the following teacher preparation activities are listed in Table 3. The student's plan of study is presented in Table 4.

Table 2

Comparison of Current and Revised Program Requirements

	CURRENT PROGRAM	REVISED PROGRAM
CURRICULUM AND TEACHING	Applied Behavior Analysis Curriculum and Teaching MR	same same
FOUNDATIONS OF PROFESSIONAL STUDIES	Advanced Educational Psychology One of the following: Learning Theories Ed. Implications of Human Dev. Research and Experimentation	same same
EVALUATION OF TEACHING AND LEARNING	Educational Diagnosis and Assessment	same ♦ **Functional Assessment**
TEACHING FIELD	Advanced Study of MR Teaching Severe/Profound MR Prescriptive Teaching	same same ♦ **Secondary Educational Programming** ♦ **Foundations of Transition** ♦ **Self-Determination** ♦ **Family Involvement** ♦ **Interagency Collaboration** ♦ **Annual Transition Conference** ♦ **Field-based Transition Project**
PRACTICA	Practicum (1 quarter)	♦ **Fall Practicum: IEP/ITP Planning/Teaching** ♦ **Winter Practicum: Community Work Experience** ♦ **Spring Practicum: Interagency Participation**
ELECTIVES	Two program related courses with advisor approval	no electives

♦ = new transition curricula

BEST COPY AVAILABLE

Table 3

Training Needs Competencies and Courses Matrix

CURRICULUM STRATEGIES (*)

DOMAINS	COMPETENCIES	A	B	C	D	E	F	G	H	I	J
Foundations of Transition	Identify and understand the										
	a. historical & legal antecedents of transition from school to work	♦	♦								
	b. various models of transition	♦									
	c. federal/state legislation-regulations relevant to transition planning	♦	♦				♦	♦			
	d. concepts, definitions, and philosophies related to transition	♦	♦								
	e. problems & issues related to transition	♦	♦								
Functional Assessment	a. Conduct functional assessments (ecological inventories, analysis of behavior, student preferences & choices)				♦						
	b. Synthesize/apply assessment information to transition process			♦	♦						
	c. Outline number of long term transition goals, short term objectives, services, & supports based on assessment information gathered			♦	♦						
	d. Use functional assessment information for IEP/ITP planning			♦	♦				♦		
Functional Curricula	a. Select and/or develop appropriate curricular content in employment/education, community involvement, recreation/ leisure, emotional/physical health, home/family, & personal responsibility & relationships		♦	♦							
	b. Develop & implement systematic instructional programs			♦							
	c. Develop community-based curricula			♦							
	d. Plan & implement community-based instruction			♦					♦		
Self-Determination	a. Understand historical/legal antecedents for the "consumer" movement	♦				♦					
	b. Understand the concepts of self-empowerment					♦					
	c. Identify & learn self-determination skills (goal-setting, problem solving)			♦		♦					
	d. Develop & implement instructional activities to teach self-determination skills			♦		♦					

BEST COPY AVAILABLE

		A	B	C	D	E	F	G	H	I	J
Family Involvement	a. Demonstrate knowledge of family support services, referral procedures, eligibility, & cost		♦				♦				
	b. Demonstrate knowledge about family systems theory, & apply this knowledge in way that is culturally sensitive						♦				
	c. Conduct a family preference inventory for vocational & community skills		♦	♦			♦				
	d. Develop skills in collaborative goal setting with families		♦	♦			♦				
Demonstrate/ Vocational Preparation	a. Knowledge of vocational assessment strategies		♦	♦	♦						
	b. Select & implement appropriate vocational training techniques		♦	♦							
	c. Select & implement appropriate vocational curriculum content		♦	♦							
	d. Participate in community-based work experience programs		♦	♦					♦	♦	
Community Preparation	a. Identify & understand residential alternatives for young adults			♦		♦					
	b. Identify and understand the importance of community "networking"			♦		♦					
	c. Identify and understand leisure resources & activities provided for community citizens			♦		♦			♦	♦	
Interagency Collaboration	a. Learn eligibility requirements for various service agencies	♦	♦					♦			♦
	b. Demonstrate knowledge of teaming relationships & effective methods of working with individuals from other disciplines							♦			♦
	c. Demonstrate knowledge of available community, state, & national resources and the ability to access them							♦			♦
	d. Develop cooperative relationships with individuals/agencies involved in the transition process (e.g., employers, community-based personnel, vocational rehabilitation, vocational education)							♦			♦

♦♦competencies addressed through revised/new courses and practica for transition emphasis

A = course(5) **Transition: A Foundation**
B = course(5) **Transition: Programs and Practices**
C = course(5) **Curriculum and Teaching**
D = seminar(1) **Functional Assessment**
E = seminar(1) **Self-Determination**
F = seminar(1) **Family Involvement**
G = Seminar(1) **Interagency Collaboration**
H = Practicum (3) **School-based**
I = Practicum(3) **Community-based**
J = Practicum(3) **Interagency-based**

BEST COPY AVAILABLE

Table 4

The Students' Program Plan

Summer (16 hours)			
♦	**RSE 537**	**Transition: A Foundation**	5
	RSE 601	Advanced Study of Mental Retardation	5
♦	**RSE 650A**	**Seminar: Self-Determination**	1
	RSE 623	Applied Behavior Analysis	5
Fall (14 hours)			
	RSE 652	Curriculum and Teaching	5
	RSE 602	Educational Diagnosis and Assessment	5
♦	**RSE 650B**	**Seminar: Functional Assessment**	1
♦♦	**RSE 695**	**Practicum (school-based)**	3
Winter (13 hours)			
	FED 617	Advanced Educational Psychology	4
	RSE 649	Teaching Students with Severe/Profound MR	5
♦♦	**RSE 695**	**Practicum (community-based)**	3
♦	**RSE 650C**	**Seminar: Family Involvement**	1
Spring (16 hours)			
	FED 618/619/661	Learning Theory/Ed. Implications/Research & Experimentation	4
♦	**RSE 653**	**Transition: Programs and Practices**	5
♦	**RSE 650D**	**Seminar: Interagency Collaboration**	1
♦♦	**RSE 695**	**Practicum (Interagency-based)**	3
♦♦♦		**Annual Statewide Conference on Transition**	0
	RSE 646	**Field-Based Project**	3
		TOTAL HOURS =	59

♦ New or revised courses

♦♦ New practica emphasis and sequencing

♦♦♦ The annual statewide conference on transition that is hosted by Auburn University

Practica Experiences and Supervision

A second major innovative program feature is the number and type of practica. Students would be required to take three quarters of practica (Fall, Winter, Spring). Each practicum would focus on different aspects of secondary and transition program planning and implementation. The main focus of *Practicum 1* (Fall) is the development of the individualized education and/or transition plan, secondary curriculum modification, and consumer and parental involvement in the transition process. *Practicum 2* (Winter) accentuates community work experiences, and *Practicum 3* (Spring) emphasizes interagency collaboration and participation. Through these three practica, the students would have experienced a wide range of program implementation considerations at the secondary level, such as functional curricula and assessment, work-adjustment sites, interagency collaboration, community-based instruction,and working with employees. Additionally, during the three practica, the students will have partaken in a series of field visits to school systems that have exemplary work-experience programs.

Over the last three years, the State Department of Education has awarded mini-grants to 32 secondary special education programs throughout Alabama for the purpose of encouraging the LEAs to develop community-based work instruction as one option within the transition curriculum. In cooperation with the State Department of Education and the coordinators of a select number of these programs, these programs would serve as field-visit sites. Several of these exemplary sites are (a) a county-based Transition Program through The Vocational Education Department in the Jefferson County School District in Birmingham (Lavender, 1992), (b) a Vocational Supported Employment Program in Birmingham (Parker, 1992), (c) a Work Instruction and Work Experience Program in the Dothan Public School System (Sprayberry, Holmes, Sasser, & Stringer, 1992), and (d) a Work Instruction Program in the Mobile Public Schools (Hildebrand, 1993).

Field-Based Project

The field-based transition project is the third innovative feature of this certification program. By the end of the students' Fall quarter they will have identified a transition project of unique interest to them to be developed and executed in an LEA setting. The nature of these projects could vary from student to student, although there will be a set of guidelines and standards to which all projects must adhere. The focus of the project might be, for example: (1) to help establish a "partnership" between the LEA's secondary special education program and a business or industry in the surrounding areas, (2) to help develop a "functional assessment program" to be used by all parties involved in the LEA's transition program, or (3) to join with employers in the community to help develop worksites for the secondary students.

Statewide Conference on Transition

For the past three years, Auburn University has sponsored an annual statewide conference on transition. These events, cosponsored by the State's Divisions of Special Education, Rehabilitation Services, and Vocational Education, have been attended by over 800 participants. The students enrolled in this certification program would take an active part in this annual event. In addition to being required to attend the entire conference, their assignments might include preparing and presenting a paper, helping in the planning, implementation, and/or evaluation of the conference, and serving as facilitators for small groups. The significant learning experiences for them would be to become aware of and linked to the many and varied transition activities taking place throughout Alabama.

Summary

Alabama's K-12 special education teacher certification programs limit the concentration that can be devoted to the problems, issues, knowledge and competencies that are unique to the secondary level. The authors have presented a revised master's (K-12) program that was developed in response to Alabama's urgent need to have "highly" trained secondary special education teachers in the area of transition.

The program's revised curricula include knowledge-based courses targeted to the transition areas of Functional Assessment and Curricula, Vocational and Community Preparation, Self-Determination and Family Involvement, and Interagency Cooperation. In addition, students must satisfactorily complete (1) three-quarters of practica in a variety of secondary and transition-related settings, (2) a field-based transition project, and (3) assignments with the yearly Statewide Transition Conference. Hopefully, a program such as this will improve the quality of Alabama's secondary special education teachers.

References

Bates, P., Bronkema, J., Ames, T., & Hess, C. (1992). State-level interagency planning models. In F. Rusch, L. DeStefano, J., Chadsey-Rusch, L. Phelps, & E. Szymanski (Eds.), *Transition from school to adult life: Models, linkages, and policy* (pp. 115-129). Sycamore, IL: Sycamore Publishing Co.

Brolin, D. (1992). The transition movement: Here we go again. In P. Browning (Ed.), *Transition in Alabama: A profile of commitment* (pp. 1-29). Auburn, AL: A Program for Training and Development, Department of Rehabilitation and Special Education, College of Education, Auburn University.

Brown, C., Browning, P., & Dunn, C. (1992). *Secondary special education programs in Alabama. A statewide study.* Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, College of Education, Auburn University.

Browning, P. (1994). Self-determination: An essential ingredient in transition. In P. Browning (Ed.), *Transitions III in Alabama: A profile of commitment* (pp. 93-105). Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, Auburn University.

Browning, P., & Brechin, C. (1993a). Alabama's rehabilitation transition counselors. A statewide study. *Alabama Council for Exceptional Journal, 10,* 3-9.

Browning, P., & Brechin, C. (1993b). Assessment in Transition: A functional definition and collaborative program for practice. *Vocational Evaluation and Work Adjusment Bulletin, 26,* 49-52.

Browning, P., Brown, C., & Dunn, C. (1993a). Another decade of transition for secondary students with disabilities. *The High School Journal, 73,* 1987-1934.

Browning, P., Brown, C., & Dunn, C. (1993b). Vocational preparation and interagency cooperation with Alabama's secondary special education programs. *Alabama Council for Exceptional Children Journal, 10,* 3-12.

Browning, P., Dunn, C., & Brown, C. (1993). School to community transition for youth with disabilities. In R.C. Eaves & P.J. McLaughlin (Eds.). *Recent advances in special education and rehabilitation* (pp. 193-209). Boston: Andover Medical Publishers.

Bucher, D., & Brolin, D. (1987). The life-centered career education (LCCE) inventory: A curriculum based, criterion related assessment instrument. *Diagnostique, 12,* 131-141.

DeStefano, L., Linn, R., & Markward, M. (1987). *Review of student assessment instruments and practices in use in secondary/transition projects.* University of Illinois at Urbana-Champaign: Secondary Transition Intervention Effectiveness Institute.

Dever, R. (1988). *Community living skills: A taxonomy.* Washington, D.C.: American Association on Mental Deficiency.

Dick, M. (1987). Translating vocational assessment into transition objectives and instruction. *Career Development for Exceptional Individuals, 10,* 76-84.

Dunn, C. (1993). Functional curricula for transition. In P. Browning (Ed.), *Transition II in Alabama: A profile of commitment* (pp. 47-54). Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, College of Education, Auburn University, Proceedings of the 2nd annual statewide conference on transition.

Elrod, G. (Ed.). (1987). Transition-related assessment. [Special Issue]. *Diagnostique, 12.*

Elrod, G., & Sorgenfrei, T. (1988). Toward an appropriate assessment model for adolescents who are mildly handicapped: Let's not forget transition! *Career Development for Exceptional Individuals, 11,* 92-98.

Federal Register. (January 29, 1992). *Part II, Department of Education, Office of Special Education and Rehabilitative Services Proposed Funding Priorities - Fiscal years 1992-1993.*

Foss, G., & Vilhauer, D. (1986). *Working II - Interpersonal skills assessment and training for employment: Teachers's guide* [24 video-lesssons with assessment scale]. Santa Monica, CA: James Stanfield & Company.

Gajar, S., Goodman, L., & McAfee, J. (1993). *Secondary schools and beyond: Tranistion of individuals with mild disabilities.* New York: Merrill.

Halloran, B. (1993). *Transition services requirement: Issues, implications, challenge. In P. Browning (Ed.), Transition II in Alabama: Another profile of commitment* (pp. 1-15). Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, Auburn University, proceedings of the 2nd annual statewide conference on transition.

Halpern, A. (1992). Transition: Old wine in new bottles. *Exceptional Children, 58,* 202-211.

Halpern, A. (1990). A systematic approach to transition programming for adolescents and young adults with disabilities. *Australia and New Zealand Journal of Developmental Disabilities, 15,* 1-13.

Halpern, A., & Benz, M. (1987). A statewide examination of secondary special education for students with mild disabilities: Implications for the high school curriculum. *Exceptional Children, 54,* 122-129.

Halpern, A., Benz, M., & Lindstrom, L. (1992). A systems change approach to improving secondary special education and transition programs at the community level. *Career Development for Exceptional Individuals, 15,* 109-120.

Halpern, A., & Fuhrer, M. (1984). *Functional assessment in rehabilitation.* Baltimore: Paul H. Brookes Publishing.

Hilderbrand, A. (1993). Mobile's work instruction program. In P. Browning (Ed.), *Transition II in Alabama: Another profile of commitment* (pp. 31-34). Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, Auburn University. Proceedings of the 2nd annual statewide conference on transition.

Knowlton, H., Turnbull, A., Backus, L., & Turnbull, H. (1988). Letting go: Consent and the "yes but..." problem in transition. In B. Ludlow, A. Turnbull, & R. Luckasson (Eds.), *Transitions to adult life for people with mental retardation: Principles and practices* (pp. 45-66). Baltimore: Paul H. Brookes Publishg Co.

Lavender, B. (1992). A vocational education program in Jefferson County. In P. Browning (Ed..), *Transition in Alabama: A profile of commitment* (pp. 63-64). Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, College of Education, Auburn University. Proceedings of the 1st annual statewide conference on transition.

Leconte, P., & Neubert, D. (1987). Vocational education for special needs students: Linking vocational assessment and support. *Diagnostique, 12,* 156-157.

Nisbet, J., Covert, S., & Schuh, M. (1992). Family involvement in the Transition from school to adult life. In F. Rusch, L. DeStefano, J. Chadsey-Rusch, L. Phleps, & E. Szymanski (Eds.), *Transition for school to adult life: Models, linkages, and policy.* Sycamore, IL: Sycamore Publishing.

Parker, P. (1992). A supported vocational training program in Birmingham. In P. Browning (Ed.), *Transition in Alabama: A profile of commitment* (pp. 59-62). Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, College of Education, Auburn University. Proceedings of the 1st annual statewide conference on transition.

Rusch, F., Chadsey-Rusch, J., & Szymanski, E. (1992). The emerging field of transition services. In F. Rusch, L. DeStefano, J. Chadsey-Rusch, L. Phelps, & E. Szymanski (Eds.), *Transition from school to adult life* (pp. 5-15). Sycamore, IL: Sycamore Publishing Company.

Sprayberry, D., Holmes, T., Sasser, A., & Stringer, G. (1992). A work instruction/work experience program in Dothan. In P. Browning (Ed.), *Transition in Alabama: A profile of commitment* (pp. 53-58). Auburn, AL: The Program for Training and Development, Department of Rehabilitation and Special Education, College of Education, Auburn University. Proceedings of the 1st annual statewide conference on transition.

Stodden, R. (Guest Editor) (Fall, 1986). Vocational assessment. *Career Development for Exceptional Individuals. [Special Issue].*

Stodden, R., & Boone. (1987). Assessing transition services for handicapped youth: A cooperative interagency approach. *Exceptional Children, 53,* 537-545.

Stodden, R., Ianacone, R., Boone, R., & Bisconer, S. (1987). *Curriculum-based vocational assessment: A guide for addressing youth with special needs.* Honolulu, HA: Centre Publications, International Education Corp.

Turnbull, R., Bateman, D., & Turnbull, A. (1993). Family empowerment. In P. Wehman (Ed.), *The ADA mandate for social change* (pp. 157-174). Baltimore: Paul H. Brookes Publishing Co.

Wagner, M. (1989). *Youth with disabilities during transition: An overview of descriptive findings from the national longitudinal study.* Stanford, CA: SRI International.

Wehman, P. (1993). *Life beyond the classroom: Transition strategies for young people with disabilities.* Baltimore: Paul Brookes Publishing Co.

Wehman, P., Moon, S., Everson, J., Wood, W., & Barcus, J. (1988). *Transition from school to work: New challenges for youth with severe disabilities.* Baltimore: Paul H. Brookes Publishing Co.

Wise, J. (1992). *Special education facts and data: Alabama comprehensive system of personnel development.* Division of Special Education. State Department of Education, Montgomery, AL.